



Maine Department of Education Response to Intervention: What Is It? Why Do It?



Co-sponsored by:

National Center on Response to Intervention
www.rti4success.org

Session Agenda

3:30-3:50 Welcome and Agenda Overview

3:50-5:30 Powerpoint: RTI Implementation in
Maine & Maine RTI Readiness
Tool

5:30-6:00 Light Dinner

6:00-6:30 Question and Answer Session

6:30-7:00 Next Steps

October 2009

Intro to RTI

Session Goals

- Learn ***what*** RTI is
- Learn ***why*** RTI is important
- Learn the steps that schools take to develop and implement RTI
- Learn about the *Maine School RTI Readiness Checklist*
- Answer your questions

What is RTI?

- School/District/State-wide system for teaching and supporting ***all*** students
- Data-based method for preventing and remediating school difficulties
- Evolution of 40+ year efforts to provide effective general education for all students

Why RTI?

- RTI is the latest version of efforts to make an effective education available to ***all*** students
- RTI provides a continuum of services for all students when they need them
- RTI offers a way to reconcile the needs of ***each*** (individual) student with the realities of providing education for ***all*** students

Core Components of RTI

Readiness of the school culture for implementation

High quality, scientifically-based instruction and behavioral support in **general education**

Universal screening of academics and behavior to determine students at-risk of not meeting established benchmarks

Core Components of RTI

Multiple tiers of scientifically based instructional interventions/strategies that are progressively more intense and matched to student needs

Continuous monitoring of student progress to determine if students are meeting goals and to inform instructional decision making

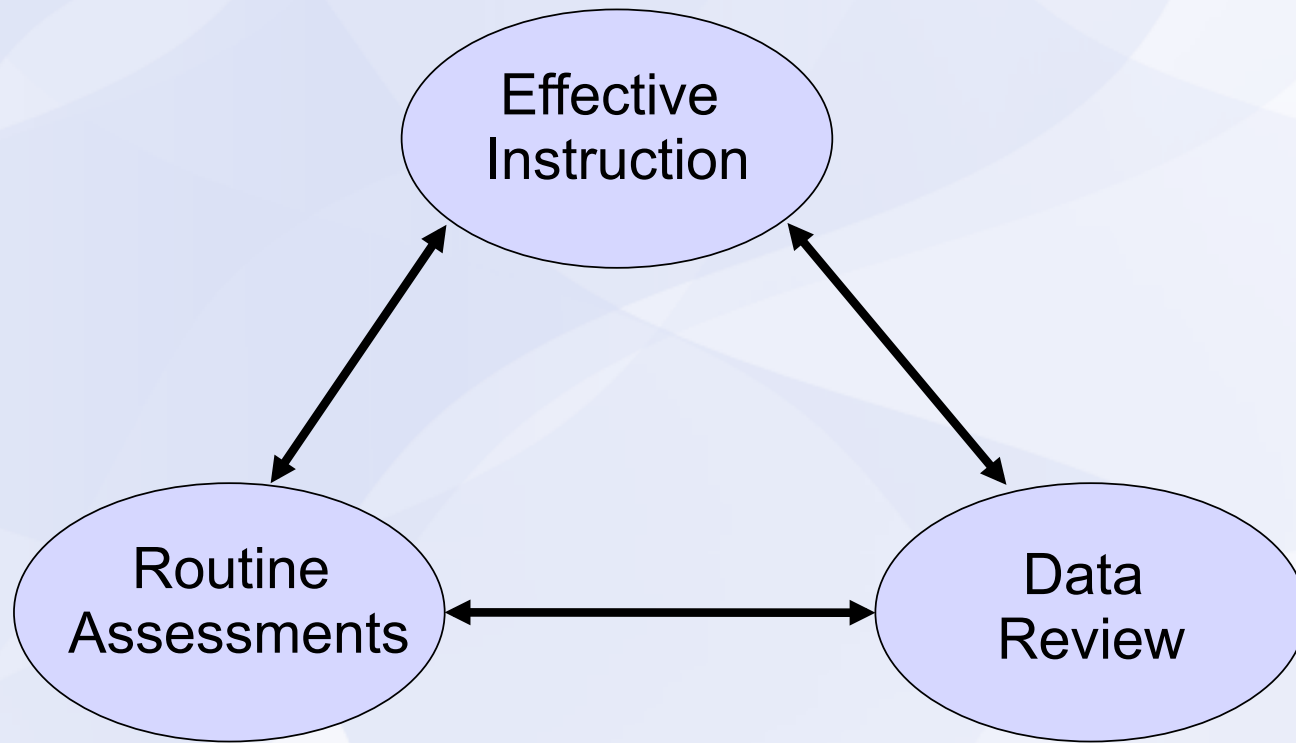
Core Components of RTI

Collaborative problem solving approach by school staff when developing, implementing, and modeling the intervention process

Fidelity of implementation

Parent involvement throughout the process

Key Elements of RTI



Teaching and Supporting All Students

Academic Skills

Intensive

- Few students
- 1:1 instruction
- High intensity
- Weekly progress monitoring

5%

Targeted

- Some students (at-risk)
- Small group instruction
- Monthly Progress monitoring
- In addition to core instruction

15%

Universal Intervention

- All students
- Core curricula
- Preventive
- Tri-annual assessment

80%

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Social Skills

Intensive

- Few students
- Functional assessment based
- Intensive instruction and support
- Daily progress monitoring

5%

Targeted

- Some students (at-risk)
- Small group instruction
- Rapid response
- Weekly progress monitoring

15%

Universal Intervention

- All students
- Present across settings
- School-wide
- Preventive
- Incidence-based screening

80%

10

October 2009

Multiple Tiers of Intervention

Intervention Variables

- Focus of intervention content (many elements to single elements)
- Explicitness of instruction (low to high)
- Instructional routines (limited to specific)
- Opportunities to practice (few to many)
- Size of instructional group (large to small)
- Opportunities for feedback (few to many)
- Variety of instructional materials (programs, supplements, technology based, etc.)

What Does Tier 2 Look Like?

- May be in or out of the classroom
- Must “target” a specific deficiency
- Usually in small groups
- May target students with difficulty or GT students
- Learning “centers” or “stations” could be used while the teacher targets instruction to individuals or small groups




RTI Vocabulary

- **Benchmark**: Performance goal for all students in a grade or level
- **Core instruction**: The universal general education curricula in all subject areas
- **Curriculum-Based Measurement (CBM)**: Brief standardized assessment of basic academic skills
- **Fidelity of Implementation**: Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications.
- **Intensive instruction**: Very explicit and systematic instruction for 1 or 2 students at a time (usually at Tier 3)

More RTI Vocabulary

- **Progress monitoring**: Regular brief assessment of student progress toward a specific learning goal
- **Standard Protocol**: A scientifically based set of instructional practices that have proven to be effective
- **Targeted instruction**: Additional instruction for students not successful with core (Tier 1) instruction alone; used at Tier 2
- **Tiers of support**: Pre-planned types of support (intervention) that are available to all students in a school
- **Universal screening**: Brief assessments done 3 times a year with all students

RTI is *Not* For Special Education

- RTI is mentioned in the unified Chapter 101 rules 
- In October 2009 rule-making was opened to remove the RTI language in Chapter 101 and to conform that Chapter to Federal rules
- Maine Public Laws Chapter 313 (also known as LD 1325) requires that all schools have a system of support and intervention for **all** students by July 2012

Changing the Culture

- RTI includes a shift in the way we think about the work of schools
- RTI is finding the right intervention for each student
- RTI takes time and collaboration among all educators
 - It usually takes 3-5 years for RTI to become fully implemented in school and district

Building on Prior Learning

- A number of districts in Maine have started using RTI
- Training has been provided by the Maine DOE, universities, professional development regional groups, educational organizations and PD organizations
- RTI will be more effective state wide if we share ideas and resources



Steps Toward Change

- Beneficial at the school, district and state levels
- Blueprints guide and sustain this work
- Each school would benefit from an RTI blueprint
- The blueprint covers a 3-5 year time span
- The first step in creating a blueprint is to complete a readiness checklist

RTI Blueprints

- A national group of RTI leaders developed templates that schools and districts can use to create RTI blueprints
- RTI blueprints are long-term planning and implementation documents that guide RTI at the local level
- The blueprint templates for school, district, and state planning are available at the Maine DOE RTI web site:



RESPONSE^{TO} Intervention

BLUEPRINTS FOR IMPLEMENTATION



National Association of State Directors of Special Education, Inc.

School Building Level

Blueprint Components

- All levels of the blueprints include three core components:
 - A. Consensus building
 - B. Infrastructure development
 - C. Process implementation, including evaluation of success

A. Consensus Building

1. Including all stakeholders
2. Identifying core values and mission
3. Being clear about what CAN be done
4. Reviewing and refining the mission

(A. Consensus Building)

1. Including All Stakeholders

- The most important first step is to identify and talk with all those who need to understand and/or use RTI in some way
- This includes:
 - Teachers
 - Parents
 - Administrators
 - Specialists



(A. Consensus Building)

2. Identifying Core Values and Mission

- Next, review the school/district mission statement and think about it in the context of RTI
- What parts fit?
- Do changes need to be made?
- What should the school/district look like in 3-5 years?

(A. Consensus Building)

3. Being Clear About What CAN be Done

- Acknowledge challenges and put them in a “parking lot” for later work
- Identify the key strengths and resources that the school/district has which can be used to make RTI successful
- A good parameter is thinking about the 6 hours a day that students are in school:
 - How will you use those precious hours?

(A. Consensus Building)

4. Reviewing and Refining the Mission

- Return to the Mission statement and ask everyone to review it one more time
- Review the key elements of RTI with stakeholders and check for questions
- Begin to identify those who represent the stakeholders as a school/district planning team

B. Infrastructure Development

1. Collaborative teams
2. Inventories
3. Materials selection
4. Professional development

(B. Infrastructure Development)

1. Collaborative Teams

- One of the most important elements of RTI is teamwork
- An RTI team leads the work and insures school-wide collaboration
- Existing teams may be the nucleus but they will need to adapt in order to become RTI teams



(B. Infrastructure Development)

2. Inventories

- Once the team members have been identified, inventory existing resources
- It works best if inventories are done by grade level
- Inventories include listing all current instruction and assessment tools being used



Sample Inventory

School: Lincoln Elementary

Subject Area: Reading

Tier	K	1	2	3	4	5
1	Imagine It					
2	Earobics	Early Reading Intervention	Read Naturally	Great Leaps	Read Naturally	Questioning the Author
	Early Reading Intervention		Great Leaps			
3	Lindamood-Bell	Language for Learning	Reading Mastery	Wilson	Wilson	Wilson
	Language for Learning	Reading Mastery	Sondag	Sondag	Spalding	Corrective Reading

(B. Infrastructure Development)

3. Materials Selection

- Once the team has identified what is currently being used, the next step is to identify what materials could be added
- Both instruction and assessment materials may be needed
- Maine's RTI Guide lists many resources to help identify materials

(B. Infrastructure Development)

4. Professional Development

- When new materials are introduced, professional development for those who will use them is essential
- Best professional development model is a continuous and dynamic one
- This means an initial training with frequent refreshers and opportunities to ask questions and practice

C. Process Implementation

1. Standard protocols
2. Problem solving
3. Implementation fidelity
4. Systems-level data and evaluation

(C. Process implementation)

1. Standard Protocols

- Standard Protocols are a scientifically based set of instructional practices that have proven to be effective
- The actual process of implementing RTI involves daily activities in each Tier
- The most efficient and effective instruction is that which works for the most students
- When instruction is used for *all* or small groups of students this is known as a ***standard protocol***
- Core Tier 1 instruction is a standard protocol

(C. Process implementation)

2. Problem Solving

- When standard protocol approaches have not worked, problem solving is used to identify and address the needs of individual students
- This is more time consuming but is very effective for certain students
- The RTI team helps to facilitate problem solving

(C. Process implementation)

3. Implementation Fidelity

- A key part of making RTI successful is doing what we say we will do and in the way that it was designed or prescribed
- Fidelity (faithfulness) of instruction and assessment is essential because without it, the data are useless
- There are tools to help teachers insure that they are teaching with fidelity
- An example of a fidelity checklist is on the DOE RTI Regional Meetings website <http://www.maine.gov/education/rti/regionalmeeting.html>

(C. Process implementation)

4. Systems-Level Data and Evaluation

- Each school and district needs a way to know if the steps it put into place are working
- School-wide and district-wide data are used to see if the overall RTI process is helping kids or if systems changes are needed
- Much like RTI, this is a cyclical process

Dinner Time!



Next Steps: Schools

- All schools are strongly encouraged to complete the Checklist and submit it to DOE no later than February 12, 2010.
- Remember, the purpose of the *Checklist* is to help all Maine schools implement RTI in a thoughtful and organized way
- The *Checklist* will not be used as a way to evaluate a school's compliance with the law
- Once the Checklist is submitted, the summary data will be reported to the school so it can turn toward working on its blueprints for implementation
- Each school will be at a different place

Next Steps: DOE

- The Checklist data will be reviewed to learn the status of RTI knowledge and implementation in Maine schools
- Then, DOE will examine what resource needs schools have regarding RTI
- Plans for additional training and support will be developed in partnership with other PD providers

Summary

RTI is a School/District/State-wide system for teaching and supporting ***all*** students

RTI is anchored in general education and helps us ***all*** remember that all students are ***our*** students

The ***RTI Blueprint*** can help to make RTI happen in each school

The *Maine School RTI Readiness Checklist* is a starting point for schools to begin work on RTI blueprints and implementation

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www.rti4success.org



Thank you!

Visit Maine's RTI Website at:

<http://www.maine.gov/education/rti/index.shtml>

All session materials are online

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